

## J K Gourdin Elementary

2205 Highway 35  
St. Stephen, SC 29479

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	210 Students	
<b>Principal</b>	Luretha Sumpter	843-567-3637
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	9	43	31

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

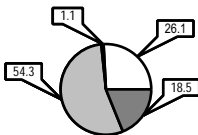
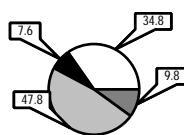
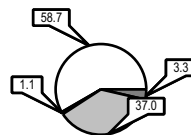
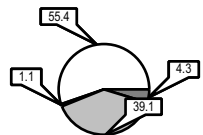
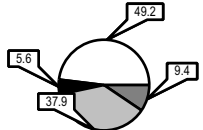
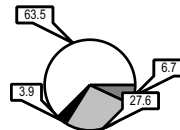
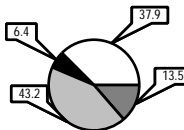
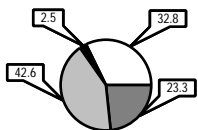
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	104	100.0	26.1	54.3	18.5	1.1	35.9	Yes	Yes
<b>Gender</b>									
Male	60	100.0	39.2	43.1	17.6	0.0	27.5	N/A	N/A
Female	44	100.0	9.8	68.3	19.5	2.4	46.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	100	100.0	27.0	55.1	16.9	1.1	34.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	93	100.0	19.8	58.0	21.0	1.2	38.3	N/A	N/A
Disabled	11	100.0	72.7	27.3	0.0	0.0	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	104	100.0	26.1	54.3	18.5	1.1	35.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	103	100.0	26.1	54.3	18.5	1.1	35.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	100	100.0	27.0	53.9	18.0	1.1	33.7	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	103	100.0	34.1	48.4	9.9	7.7	27.5	Yes	Yes
<b>Gender</b>									
Male	59	100.0	28.0	54.0	14.0	4.0	28.0	N/A	N/A
Female	44	100.0	41.5	41.5	4.9	12.2	26.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	99	100.0	35.2	50.0	8.0	6.8	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	92	100.0	32.5	50.0	11.3	6.3	27.5	N/A	N/A
Disabled	11	100.0	45.5	36.4	0.0	18.2	27.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	100.0	34.1	48.4	9.9	7.7	27.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	100.0	34.1	48.4	9.9	7.7	27.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	99	100.0	35.2	48.9	10.2	5.7	25.0	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	103	100.0	58.2	37.4	3.3	1.1	4.4
<b>Gender</b>							
Male	59	100.0	56.0	40.0	4.0	0.0	4.0
Female	44	100.0	61.0	34.1	2.4	2.4	4.9
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	99	100.0	60.2	36.4	3.4	0.0	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	92	100.0	57.5	38.8	2.5	1.3	3.8
Disabled	11	100.0	63.6	27.3	9.1	0.0	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	100.0	58.2	37.4	3.3	1.1	4.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	100.0	58.2	37.4	3.3	1.1	4.4
<b>Socio-Economic Status</b>							
Subsidized meals	99	100.0	59.1	36.4	3.4	1.1	4.5
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	103	100.0	54.9	39.6	4.4	1.1	5.5
<b>Gender</b>							
Male	59	100.0	60.0	34.0	6.0	0.0	6.0
Female	44	100.0	48.8	46.3	2.4	2.4	4.9
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	99	100.0	56.8	38.6	4.5	0.0	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	92	100.0	52.5	42.5	3.8	1.3	5.0
Disabled	11	100.0	72.7	18.2	9.1	0.0	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	103	100.0	54.9	39.6	4.4	1.1	5.5
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	102	100.0	54.9	39.6	4.4	1.1	5.5
<b>Socio-Economic Status</b>							
Subsidized meals	99	100.0	55.7	38.6	4.5	1.1	5.7
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	35	100.0	12.1	54.5	33.3	0.0	33.3
	4	39	100.0	35.1	43.2	21.6	0.0	21.6
	5	39	100.0	31.6	55.3	13.2	0.0	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	26.9	50.0	19.2	3.8	23.1
	4	31	100.0	25.9	59.3	14.8	0.0	14.8
	5	44	100.0	25.6	53.8	20.5	0.0	20.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	35	100.0	30.3	60.6	6.1	3.0	9.1
	4	39	100.0	32.4	43.2	10.8	13.5	24.3
	5	39	100.0	39.5	44.7	7.9	7.9	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	50.0	46.2	3.8	0.0	3.8
	4	30	100.0	23.1	50.0	15.4	11.5	26.9
	5	44	100.0	30.8	48.7	10.3	10.3	20.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	35	100.0	48.5	48.5	3.0	0.0	3.0
	4	39	100.0	62.2	29.7	5.4	2.7	8.1
	5	39	100.0	47.4	28.9	21.1	2.6	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	57.7	38.5	3.8	0.0	3.8
	4	30	100.0	61.5	34.6	3.8	0.0	3.8
	5	44	100.0	56.4	38.5	2.6	2.6	5.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	35	100.0	12.1	75.8	6.1	6.1	12.1
	4	39	100.0	43.2	48.6	5.4	2.7	8.1
	5	39	100.0	42.1	39.5	2.6	15.8	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	50.0	38.5	11.5	0.0	11.5
	4	30	100.0	57.7	38.5	3.8	0.0	3.8
	5	44	100.0	56.4	41.0	0.0	2.6	2.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 210)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 72.5%	100.0%	100.0%
Retention rate	1.7%	Down from 3.7%	3.8%	2.8%
Attendance rate	97.4%	Down from 97.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.7%	0.0%
Eligible for gifted and talented	5.8%	Down from 7.0%	3.2%	10.4%
On academic plans	57.1%	N/AV	51.0%	33.6%
On academic probation	0.0%	N/AV	5.1%	1.0%
With disabilities other than speech	2.4%	Down from 5.8%	7.0%	7.5%
Older than usual for grade	3.7%	Up from 2.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 14)</b>				
Teachers with advanced degrees	50.0%	No change	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 7.1%	3.3%	0.0%
Teachers returning from previous year	83.4%	Up from 76.0%	82.4%	87.3%
Teacher attendance rate	93.8%	Down from 94.1%	94.8%	94.9%
Average teacher salary	\$44,262	Up 5.7%	\$41,286	\$42,485
Prof. development days/teacher	22.0 days	Up from 20.6 days	15.1 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 16.3 to 1	16.2 to 1	18.6 to 1
Prime instructional time	89.6%	Down from 90.3%	88.5%	89.7%
Dollars spent per pupil*	\$8,228	Up 3.2%	\$8,206	\$6,557
Percent of expenditures for teacher salaries*	45.4%	Down from 47.0%	57.7%	64.0%
Percent of expenditures for instruction*	50.6%		67.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

J.K. Gourdin Elementary School is a small rural school located in the Pineville-Russellville community area of Berkeley County. We serve a population of 234 learners. Our community is rich in family values, religious beliefs, and a sense of closeness. Our students have a strong sense of family.

The faculty and staff of J.K. Gourdin value a positive school climate. Through the efforts of some teachers, the school received School-To-Work Learning Grants that involved the entire school working as a community. Last year, the involvement of parents, teachers, students, and our business partners Georgia Pacific and the Tri City Support Group, along with administration, have helped to promote a positive environment for learning. Through donations from local churches and businesses, the administration has been able to recognize deserved student achievement.

Last year J.K. Gourdin improved in the fifth grade math proficient and advanced portion of PACT by 4.6 %. The number of third grade students scoring below basic in math decreased by 12.7%. Based on student test scores, we continued programs such as Success Maker in the computer lab, Balanced Literacy, Project Inquiry Science, 6+1 Writing Traits, and Project Read.

We utilize the 21st Century Program, A-Star Tutoring, and First Steps. We also host a TEEN Parenting Program. Success Maker is the computer program used by students regularly to build their technology skills while improving their skills in both math and reading. Parent Literacy programs are still offered at times to accommodate parent schedules. Computer classes are offered to anyone in the community who would like assistance in increasing his or her technological skills. A parenting room is available to parents, and activities for parents are provided to bridge the gap between the school and the home.

Through Title I, we are able to meet the challenge of retaining dedicated teachers through the TASSEL program, mileage reimbursement, and student loan repayment opportunities. Other challenges that are being faced include meeting and raising the measures of achievement on all state mandated testing as well as maintaining a solid volunteer and business partner workforce. Through all of this effort from our stakeholders, we expect improvements this year in both academics and non-academics.

Luretha Sumpter, Ed. S, Principal  
Stephanie Lock, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	17	21	21
<b>Percent satisfied with learning environment</b>	88.2%	95.2%	84.2%
<b>Percent satisfied with social and physical environment</b>	94.1%	85.7%	100.0%
<b>Percent satisfied with school-home relations</b>	94.1%	90.0%	85.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.